DOCUMENT RESUME

ED 140 200 CG 011 807

AUTHOR	Brooks, Lois P.
TITLE	Eliminating Stereotypes of Ethnic Minorities Through Career Guidance.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Dec 76
NOTE	81p.; For Coordinator's Guide, see CG 011 806 ; Not available in hard copy due to margiral legibility of the original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Planning; *Cultural Images; *Ethnic Stereotypes; Guidance Counseling; Guidance Personnel; Guides; Inservice Programs; Labeling (of Persons); Learning Modules; *Majority Attitudes; *Minority Groups; *Occupational Guidance; Resource Materials; Workshops

ABSTRACT

This Module is designed for use by guidance personnel in grades k-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This Module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related sterectypes present in career materials. The module is designed as a six-hour workshop to be run by a coordinator. In addition to textual material and activities on each of the target skill areas, the module contains abstracts of related state projects and a list of reference materials. (Author/BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140200

career education staff development

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Lois P. Brooks

2

CG 011 807

National Consortium on Competency-Based Staff Development

National Consortium Members

ANNE UPTON
California State Dept. of Education

JAMES MAHRT
Michigan State Dept. of Education

ROBERT SWAN
California State University, Long Beach

GARRY WALZ
University of Michigan

NIEL CAREY
Maryland State Dept. of Education

TOM MOCK
Missouri State Dept. of Education

NANCY SCHLOSSBERG
University of Maryland

NORM GYSBERS
University of Missouri

DAVE PRITCHARD, Project Monitor
U.S. Office of Education

G. BRIAN JONES, Responsible Investigator
American Institutes for Research

H. B. GELATT, Project Director
American Institutes for Research

ELIMINATING STEREOTYPES OF ETHNIC MINORITIES THROUGH CAREER GUIDANCE

Lois Brooks
The University of Michigan

December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

The initial proposal writing, Module planning, and input throughout the formative and testing stages of the Module development were provided by Garry R. Walz, Director, ERIC/CAPS, and Libby Benjamin, Associate Director, ERIC/CAPS. Throughout the Module development, James Mahrt, Acting Supervisor, State Department of Education generously contributed his knowledge and expertise. And, finally, the skillful typing of Dawn Uranis made the finished product possible.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

INTRODUCTION

TABLE OF CONTENTS

	Page
INTRODUCTION	
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance	1
Activity - Share a Secret	3
Module Goals and Objectives	4
Module Outline	5
Glossary	6
TEXT	
Stereotyping	7
Activity - Critical Incidents	12
The Uniqueness of Individuals	20
Activity - We Are Different	22
Negative Stereotyping	31
Activity - The Interview	33
Resources	36
Activity - Learning From Material and People Resources	38
Biases in Career Guidance Materials	48
Activity - Evaluating an Occupational Brief	50
APPLICATION	56
APPENDIX	
Abstracts of State Projects	60
References	71

ACKNOWLEDGEMENT

Special appreciation is expressed to the people listed below for the many helpful suggestions they provided this writer and for their comprehensive critique of this Module. All of them have a great deal of knowledge and expertise in the areas of both career development and ethnic minorities.

Wyatt D. Kirk, Ph.D.
Counseling Center, Western Michigan University

Alice Morris, JD, M.Ed.
Administrative Assistant, Guidance and Counseling Department, Detroit Public Schools

Phil C. Robinson, Ed.D.
Principal, River Rouge Community Schools, Michigan

Antonia J. Sanchez, M.A.
Bilingual Counselor, Pontiac, Michigan

Gretchen M. Thams, Ph.D.
Consultant, Physically Impaired, Oakland Schools, Michigan

Paul F. Thams, Ph.D.
Director Special Education, Oakland Schools, Michigan

Jonnie Lee Williams, Ph.D. Candidate
Graduate Assistant, Occupational Education, The University of Michigan

Nila Wilson, Ed.S.
Special Needs Counselor, Southeast Oakland Vocational Center, Michigan

INTRODUCTION

ELIMINATING STEREOTYPES OF ETHNIC MINORITIES THROUGH CAREER GUIDANCE

A stereotype is a belief about all members of a human group in which little concern is shown for individual differences and/or facts, even when they are available. Some of these beliefs may be of a positive nature, such as the stereotype that women are nurturing and compassionate. These characteristice are descriptive of many women (and many men), but not *all* women. It is the woman who does not fit the stereotype that is penalized by society and oftentimes by her own feelings of guilt. Hence, even positive stereotypes have negative implications for some segment of any given group of people. This Module will attempt to examine and explore all aspects of stereotyping.

Beliefs

Terminology

The term *ethnic group membership* is used throughout this Module, but it is used with the recognition that classifying people is highly complex. Persons can be classified in a number of ways--by occupation, sex, citizenship, political affiliation or ethnic group membership. Membership classifications are not always clear and distinct, and some, like occupations, may change completely. Even in the case of ethnic group membership, the boundaries are not always clear. A person who classifies him/herself as *Latino*, for example, may have ancestry of English, Cuban and Mexican lineage. For the purposes of this Module ethnic group membership will be defined as a *group of people of the same race or nationality who identify with a common and distinctive culture and/or language*.

Ethnic Group Membership

Another term that is employed throughout this Module

is the word *minority*. It is used here in the sense of *numbers* within the United States. For example, Blacks are clearly not a minority in terms of world population, only in terms of the numbers residing within the United States relative to the number of persons who classify themselves as White.

Minority

Participants

It is assumed that each participant experiencing this Module is (will be) involved in some aspect of providing career guidance services for ethnic minority persons. The participant may be a teacher, administrator, counselor, paraprofessional, pupil personnel worker or any other such person providing services. One major purpose of this Module is to help each participant become more aware of the pervasiveness of ethnic minority stereotypes and the effects these stereotypes have on behavior. Therefore, as you work through this Module on ethnic minorities it will help to keep in mind that:

1. Self awareness is an ongoing process, not an event in time.
2. All of us are at different points in this process of self awareness.
3. Forced self awareness, in a sense of being *hit over the head*, is psychologically destructive, and, hence, accomplishes little.
4. Mutual trust among group members tends to foster an increase in self awareness.
5. The more you become aware of yourself, the better your chances are to affect positively your own life and the lives of the people with whom you work.

Self Awareness

ACTIVITY -- SHARE A SECRET

This activity will provide the opportunity for you to share anonymously some of your thoughts about ethnic minorities, thoughts that you may never have expressed to others. The Coordinator will give you the instructions for the activity.

Module Goals

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This Module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related stereotypes present in career materials.

Module Objectives *

When you have successfully completed this Module, you will be able to:

1. Differentiate between behaviors which reinforce stereotypes of ethnic minority persons and behaviors which facilitate greater awareness of people as individuals.
2. Recognize ethnically different individuals as unique persons rather than products of a stereotype(s) about groups.
3. Recognize the effects of one's behavior upon communication when one is acting upon negative stereotypic beliefs.
4. Identify people and data resources that can provide information on the history and culture of an ethnic minority group.
5. Identify common biases of ethnic minority persons present in occupational literature.

*The criteria for achievement of these objectives are found in the Coordinator's Guide for this module.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
45 minutes	Introduction Explanation of terminology used in the Module. Activity to stimulate participants to think about their own attitudes toward ethnic minorities.	
4 hours	Text Reading sections and activities on "Differentiating Behaviors," "Examining Stereotypes," "Negative Stereotyping," "Identifying Resources," and "Biases in Career Materials."	1-5
1 hour	Application Applying knowledge of stereotyping behaviors to self and one's own educational setting.	1-5
1/2 hour	Module Wrap Up Abstracts of State Projects, References, and questions.	

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--personal and social behavior, acquisition of skills, social responsibility or citizenship, and use of leisure time.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating and revising plans to define a career and deal with life problems and opportunities.

Career Guidance - All the various types of assistance provided to help individuals in their career development. These include instruction, counseling, placement, follow-through, evaluation, and support procedures for career planning and development needs.

Ethnic Group - A group of people of the same race or nationality who identify with a common and distinctive culture and/or language.

Latino - A generic term applied to all peoples in the United States with a Spanish culture and/or language. There are many distinct Latino groups, e.g., Chicano, Mexican, Puerto Rican.

Stereotype - A belief about all members of a group in which little concern is shown for individual differences and/or facts, even when they are available.

Prejudice - A predisposition to act toward individuals and groups with a rigid, emotional attitude that is based on inadequate data without regard for individual differences.

Discrimination - The differential treatment of individuals--an overt or covert expression of prejudice.

STEREOTYPING

Stereotypes result in an exaggerated picture of the importance of certain characteristics whether or not they actually exist. They are broad generalizations that simply do not take into consideration the individual differences among minority group members, or the fact that members of the majority group may also possess the same characteristics.

Origins

Stereotypes about groups of people abound in American society. Many of these have occurred as the direct result of distortions presented in movies, television, magazines and other forms of mass media. An obvious example is provided in the many *westerns* in which the Native American is portrayed as an individual who can speak little or no English, and who is extremely *naive and gullible*. Another instance is the *Amos and Andy* portrayal of the Black person as *shiftless*. The end result of these portrayals has been to produce and reinforce stereotypes of groups of people.

Mass Media

One of the reasons people use these stereotypes is that they have limited experiences with specific minority groups. People who have had little or no interactions with Native Americans, for example, and no incentive to study the Native American cultures, have simply made stereotyped generalizations based upon insufficient and distorted data. Similarly, persons from rural America, far removed from the big cities, often have stereotyped views of safety, or life in general, in large urban areas.

Experience

Numerous examples can be cited where the media have stereotyped groups of people based upon occupation, physical characteristics, geographical area, age, or sex, as well as ethnic minority membership. However, the media are only one vehicle for transmitting and reinforcing stereotypes.

Certainly school textbooks have stereotyped, omitted and distorted the many contributions of ethnic minority groups throughout American history. Rarely does one find reference to the extensive contributions ethnic minorities have made to government, social structures, medicine, foods, arts and crafts, technology and military strategy. Omission and/or distortion of historical information create a climate in which stereotypes can grow.

Textbooks

One of the most powerful forces for perpetuating stereotypes is verbal and non-verbal communication, subtle or otherwise, from family, friends and significant others. People identify with the beliefs, values and attitudes of those persons whom they admire. When an *influential* person makes discriminatory statements, i.e., tells an anti-minority joke, the listener may believe the presented stereotypes in a literal sense. Many stereotypes are learned at a young age, believed and never challenged. This situation produces people who *know* many things that are not true.

People

A stereotype:

1. *Is a belief that one holds that is ascribed to all members of an ethnic minority group.*
2. *May be real or unreal.*
3. *Does not give a complete picture of an ethnic minority group.*
4. *Does not take into consideration individual or group differences.*
5. *Does not include the fact that many majority group members share the same characteristics.*

Altering Beliefs

Once beliefs about people or groups of people have been established, individuals may find it very difficult to alter them, even when challenged. The tenacity with which we cling to such beliefs also invades areas besides

those involving ethnic minorities. The following incident illustrates this.

Student Bill came in to see Dr. Johnson, his instructor in an introductory guidance course, toward the middle of the semester. Bill approached the secretary:

Bill: *I'd like to speak with Dr. Johnson.*
Sect: *I'm sorry, but we don't have a Dr. Johnson in this department.*
Bill: *This is the guidance department, isn't it?*
Sect: *Yes.*
Bill: *Well, then, you have a Dr. Johnson.*
Sect: *No, we don't!*
Bill: *Yes, you do. He teaches Guidance 567 on Monday nights at 7:00 P.M.*

After some further exhcnages between the secretary and Bill, he was admitted to Dr. Michaels' office.

Dr. M.: *Hello, Bill.*
Bill: *What a dumb secretary you have!*
Dr. M.: *What do you mean?*
Bill: *She tried to tell me that you were Dr. Michaels. I was right! You are Dr. Johnson.*
Dr. M.: *No, I'm not...*

After a number of *"Yes, you are!"* and *"No, I'm not!"* statements and a display of identification, Bill hesitantly accepted the name change. It was discovered that Bill had walked into the first night of class a little late and the name Dr. Johnson had been written on the board. Dr. Johnson from another department had used that classroom the previous class session.

Authentic Relationships

Because we hold a number of beliefs about various groups of people that are often founded upon incomplete data, perceptions of others, distortions of facts, and misinformation, it is important that we begin to examine our personal stereotypes. Once these stereotypes are uncovered we can begin the difficult process of altering them. Altering beliefs, honest communication, meaningful dialog and the development of authentic relationships require a commitment from all of us. An authentic relationship is one in which there is a full acceptance and recognition of

differences and a mutual appreciation and valuing of these differences. Some behaviors reinforce stereotypic thinking and block communication. Other behaviors facilitate greater awareness of people as individuals and the development of authentic relationships. The following behaviors represent examples of both kinds.

BEHAVIORS THAT BLOCK AUTHENTIC RELATIONS

1. Interrupting minorities when they talk.
2. Offering help or advice where not needed or wanted, or being patronizing.
3. Avoiding contact (eye to eye and physical), or excluding minorities.
4. Being annoyed at minorities' behavior that differs from our own.
5. Giving insincere expressions of acceptance and friendship.
6. Talking about--rather than to--minorities who are present as well as joking about or laughing at minorities.
7. Making generalized statements about minorities.
8. Trite conversation.
9. Dishonesty in expression of feelings. Giving answers one thinks the other person wants to hear.
10. Rejecting honest expressions of acceptance and friendship.

Blocking Behaviors

BEHAVIORS THAT FACILITATE AUTHENTIC RELATIONS

1. Expressing honest feelings directly and openly.
2. Assisting majority persons to understand and confront feelings, and to experience unaware areas of stereotypes, prejudice and discrimination.
3. Supporting self-initiated moves of minorities.
4. Listening without interrupting.
5. Demonstrating a sincere interest in learning about minority perceptions, point of view, culture, etc.

Facilitating Behaviors

6. Taking risks, e.g., being first to confront the differences.
7. Assuming responsibility for examining own motives.
8. Treating each person on an individual basis.
9. Including minorities in group participation.
10. Acknowledging that there are some majority and minority persons committed to bettering inter-ethnic relations.

ACTIVITY -- CRITICAL INCIDENTS

This activity will give you the opportunity to examine stereotypes of ethnic minority persons and to understand how certain behaviors block communication and how other behaviors facilitate communication and authentic relationships. You will begin by reading the following five incidents as told by Mary, a member of the White majority group. Your Coordinator will give you further instructions for this activity.

1

I grew up in a small midwestern farming community. My first contact with persons of another race occurred when I was about 13 years old. My girl friend and I were at the local restaurant having a coke when a Black family walked in, sat down and ordered lunch. I remember staring at them with feelings of curiosity, like "Are they for real?" and I remember my girl friend and me giggling. We weren't very nice. Eventually the family left after finishing their lunch; then we left. I went home and told my mother about the incident, and she responded by saying, "I wonder how they could afford to travel?" Her words puzzled me at the time.

2

I finished high school, then attended a small college not too far from my home. I do not recall any Black people there, but I do remember two men from Puerto Rico. They were in a class that I was taking. One day after class, one of the two men, Jose, came up to me and invited me to join him for a cup of coffee at the Student Union. I didn't know what to say, but before I could think the words tumbled out, "I'm sorry, but I promised a friend of mine that I would help her with a project." That incident bothered me for days. First, I had made no such promise, and second, all he had done was to ask me to join him for a cup of coffee at the Union. I really began to start looking at myself and my attitudes toward people. I vowed to myself, then and there, that I would accept Jose's offer for coffee if he asked me again. He didn't, though, and I was too embarrassed by my behavior to approach him--and I really didn't know what to say if I did.

3

After graduating from college I obtained a teaching job at Kennedy High School. It was a good job, just what I wanted, teaching math. Kennedy has about 2,500 students and is located in our moderately large Capital City. I remember that first day of school, before the students came, when the principal met with all of the staff. I

looked around and suddenly realized that there were Black teachers at Kennedy. I had known that about 10 percent of the student body was Black and that the school had a small population of Chicanos and Indians, but it had never crossed my mind that there would also be Black teachers. Then I remember wondering if there were any Chicano or Indian teachers as well. Anyway, I decided to get to know some teachers who were Black. So, after the meeting was over, I went up to two Black teachers who were talking with each other and said, "Hello." They responded likewise, then returned to their conversation. I felt awkward and didn't know what else to say so I left.

4

For the first few weeks of school I was pretty busy organizing my classes and spent little time socializing with the other teachers. I really wanted to do a good job. As I began to feel more comfortable with my classes I sought more contact with the other teachers. Two doors down and across the hall was a Black teacher named Thelma. We chatted a number of times and developed a friendship. Then one day Thelma asked me if I would like to attend a symphony concert with her. She explained that a friend of hers had given her the tickets since he could not attend. I was surprised but accepted with no reservations, until the day of the concert. I remember feeling a little uneasy attending a social event with a Black person, but I also felt pleased with myself for having accepted, and also glad that she thought enough of me to invite me. It was a great experience. Not only was the concert excellent but we had a really good time. It made me wonder, though, had I been given two tickets, would I have thought to invite Thelma.

5

As the year progressed I became acquainted with many of the teachers at Kennedy, making a number of friends. One day when I was in the lounge Don Fox came in and sat down. I knew that Don was a Cherokee Indian but I had never sat down and talked with him. We began chatting about school and some of its problems. Then, suddenly, I became aware

that I was talking about something other than what I was thinking. I was thinking that I sincerely wanted to get to know Don as a person and to understand something about his cultural background. And so I decided to ask him. It was kind of scary. What if he became offended and dismissed me? I decided to risk it, to take the chance. I said very simply, "Don, I really don't know what it is like to be a Cherokee Indian, and I know very little about the history and culture of your tribe. I'd like to learn." He responded quite positively to me. It was the beginning of real communication.

STEREOTYPES

Identify five stereotypes present in these incidents. Why are they stereotypes?

1.

2.

3.

4.

5.

BLOCKING BEHAVIORS

Identify five behaviors that blocked inter-ethnic communication and/or authentic relationships from forming, thus reinforcing stereotypes.

1.

2.

3.

4.

5.

FACILITATING BEHAVIORS

Identify five behaviors that facilitated inter-ethnic communication and/or the forming of authentic relationships.

1.

2.

3.

4.

5.

DISCUSSION QUESTIONS

1. Were you ever treated as a category, not as a person, because of your sex, age, size, socio-economic status, education level, or ethnic membership? Because of another reason?

2. Can you describe any incidents where you found it difficult to change your beliefs even when presented with contradictory data relative to people in occupations; with certain physical characteristics; from different geographical areas; or with respect to age, sex or ethnic membership?

3. Can you describe one incident in which you either facilitated or blocked authentic communication in an inter-ethnic situation?

THE UNIQUENESS OF INDIVIDUALS

No one would argue the fact that all of us are unique and distinctly different from each other. There is no *one* value, belief or characteristic behavior shared by all members of any given group or culture in the United States. For example, varying attitudes exist toward career aspirations and expectations within the majority population just as among Latino members, Native Americans or Blacks. Some people in each group are highly committed to the pursuance of career goals, some in each group have little commitment, and some in each group are in between the two extremes.

Monolithic Thinking

One factor that has given rise to such monolithic thinking has been the blocking of career opportunities for persons of ethnic minority status. Blocked career opportunities resulting in dead-end jobs depress aspirations and expectations and create a sense of powerlessness. Many persons then give up hope and in defense decide that they really don't want a better job after all. The majority group often misinterprets this hopelessness as a lack of commitment and ambition.

Blocked Opportunities

It is a fact that wide variations among any group exist by regional location, length of residence in the United States, types of place of residence, age, and social class. However, many research studies of ethnic minorities have ignored such variations; have focused their research on one small sub-group, often a low socioeconomic ethnic minority group; then have generalized the data to the larger group. Again, these data have served to perpetuate the stereotype that various ethnic groups have a monolithic culture. *There is no universal Anglo culture, no universal Black culture, no universal Native American culture, no universal Latino culture within the United States.*

Research

"I have never understood why Whites should be so surprised that twenty million Blacks do not think alike, act alike, or support the same political party when they themselves do not think alike, act alike or support the same political party."

None of the above denies the fact that we are products of our social and cultural traditions, and as such, are imprinted by these experiences. Our cultural and ethnic backgrounds are often expressed through unique life styles, values and language. Since each of us has had *different* individual experiences in interactions with our cultural backgrounds and since there are great differences among members of any group, ethnicity must be examined on an individual rather than on a group basis. The cultural dimension must be used for reaching and understanding the individual as an individual, not for burying the ethnic minority person behind generalizations.

Individuals Within Groups

Our differences, our uniqueness, the rich diversities among us contribute to the whole of American life. America is not a melting pot, rather it is a *multi-lingual and multi-cultural* society, and *it is ever changing.*

I am a person of distinction.
I am I. I am that I am.

ACTIVITY -- WE ARE DIFFERENT

This activity will provide the opportunity for you to examine the range of differences among a group of similar students. You will observe a role playing situation and will be looking for specific information. Your Coordinator will give you the instructions for this activity.

PROFILE OF STUDENT A -- MALE

Fatner's Occupation: Small grocery store owner
Mother's Occupation: Worker in store with husband

Student: GPA

3.5 Elementary School
3.9 Junior High School

9th Grade

General Math	B+	Pre Algebra	A-
English	B	English	B
General Science	B	General Science	C+
Civics	C	Civics	C-
Drafting	A	Drafting	A
Phys. Educ.	A	Phys. Educ.	A

10th Grade

Algebra	A-	Algebra	B+
English	B	English	B-
Typing I	B+	Typing I	B
World History	C	World History	C
Art, Drawing	A-	Photography	A
Phys. Educ.	A	Phys. Educ.	A

School Activities: Basketball Player
Latino Club

PROFILE OF STUDENT B -- MALE

Father's Occupation: High School Teacher
Mother's Occupation: Housewife

Student: GPA

3.1 Elementary School
2.6 Junior High School

9th Grade

English	C	English	C
Civics	C+	Civics	C-
General Math	B	General Math	B-
Phys. Educ.	B+	Phys. Educ.	B
Metal Shop I	A	Metal Shop I	A
Chorus	A-	Chorus	A

10th Grade

English	D	English	D+
World History	D+	World History	C
General Art	B+	Graphic Arts	B
Phys. Educ.	A-	Phys. Educ.	B
Typing I	C+	Typing I	C
Chorus	A	Chorus	A

Student Activities: Latino Club
Glee Club

PROFILE OF STUDENT C -- MALE

Step-father's Occupation: Auto body repairman
Mother's Occupation: Secretary

Student: GPA

2.1 Elementary School
1.9 Junior High School

9th Grade

English	C-	English	D
Civics	D	Civics	D
Phys. Educ.	B+	Phys. Educ.	A-
Algebra	A-	Algebra	A-
Wood Shop	A	Wood Shop	A
General Art	B	Band	B-

10th Grade

English	C-	English	D+
World History	D+	World History	D
Phys. Educ.	B+	Phys. Educ.	B+
Geometry	B+	Geometry	B
Auto Mechanics	A-	Welding	B
Typing	B+	Graphic Arts	A-

School Activities: None

PROFILE OF STUDENT D -- FEMALE

Father's Occupation: Assembler in small factory
Step-mother's Occupation: Housewife

Student: GPA

3.8 Elementary School
4.0 Junior High School

9th Grade

English	B+	English	A-
Algebra	A	Algebra	A
Phys. Educ.	C	Phys. Educ.	C+
Civics	A-	Civics	A
Spanish I	A	Spanish I	A
Home Econ.	A	Home Econ.	A

10th Grade

English	B	English	B+
Phys. Educ.	C	Phys. Educ.	C
World History	B+	World History	B+
Spanish II	A-	Spanish II	A
Foods	A	Clothing	B+
Geometry	B+	Geometry	B

School Activities: Latino Club, President

PROFILE OF STUDENT E -- FEMALE

Father's Occupation: Welder
Mother's Occupation: Cashier

Student: GPA

2.9 Elementary School
2.3 Junior High School

9th Grade

English	D	English	D-
Civics	D+	Civics	C-
Phys. Educ.	A	Phys. Educ.	A
Gen. Math	C	Gen. Math	C-
Chorus	A	Chorus	A
Home Econ.	C	Typing	B

10th Grade

English	D	English	D+
World History	D	World History	D
Phys. Educ.	A-	Phys. Educ.	A
Office Practice	B+	Record Keeping	B-
Chorus	A	Chorus	B+
General Art	C-	Drafting	B

School Activities: None

OBSERVATION SHEET

Person Observed: A B C D E (Circle one)

1. What is the individual's career choice(s)?

2. Identify any conflicts involving career choice(s).

3. What further education is needed for this person to implement her/his career goals?

4. Identify one value this individual holds in relation to working.

5. Identify statements that the individual makes demonstrating his/her knowledge of reality factors involving implementation of career choice.

GROUP PICTURE

1. State the position of each student in regard to the following issues:

   A. Career Choice:

      Student A:

      Student B:

      Student C:

      Student D:

      Student E:

   B. Conflicts involving career choice:

      Student A:

      Student B:

      Student C:

      Student D:

      Student E:

   C. Career aspirational and educational levels:

      Student A:

      Student B:

      Student C:

      Student D:

      Student E:

   D. Work values:

      Student A:

      Student B:

      Student C:

      Student D:

      Student E:

   E. Knowledge of reality factors:

      Student A:

      Student B:

      Student C:

      Student D:

      Student E:

2. Which areas showed the greatest number of differences among the students? List three.

3. The least number of differences? List three.

NEGATIVE STEREOTYPING

Negative stereotypes are beliefs that ascribe negative behavioral characteristics to all members of a group of people. For example: "Native Americans do not speak English fluently." "Latinos lack motivation for upward mobility." "Blacks are undependable." These and other negative stereotypes are internalized and influence the behavior of the majority group and minority group members toward each other. Discrimination is the outcome. The important question is *how behavior is affected.*

Discrimination

Receivers of Negative Stereotyping

Looking at ethnic minority persons who are usually stereotyped negatively, we can see several patterns emerging. Sensitive to negative treatment, yet feeling powerless to change things, the ethnic minority person may *acquiesce* to the behavioral expectations and assume certain roles for survival. Some persons may have learned to *rationalize* or *deny* the existence of negative treatment, and others may have absorbed it as a *negative self-concept.* The end results are *fear and anger,* directed at both self and others. The ethnic minority person may perceive every majority person as a potential source of pain ranging from a social snub to outright violence. Some minority persons have reacted by demanding to be heard and insisting that justice be done--and have moved beyond rhetoric into action. They have resisted strongly the assumption that they are *guilty until proven innocent.* In any event, ethnic minority persons will tend to assume a very *defensive attitude* when responding to an inter-ethnic situation.

Fear and Anger

Defensive Attitude

Majority Persons and Stereotyping

When interacting in an inter-ethnic situation majority persons face a dilemma. They have been given conflicting

messages by *society*. One message is that ethnic minority persons are inferior to them in ways that are important in the working world. The second message is that in today's democracy all people are equal relative to career opportunity and that no one should be the recipient of discrimination.

Conflicting Messages

How do they go about reconciling these two concepts? Some majority persons *deny* that discrimination really exists. Or they *justify* any actions that ethnic minorities perceive as discrimination, by seeing only those actions of ethnic minority persons that fit into their negatively stereotyped picture. Other majority persons, concerned with discrimination and fair play, have reacted, perhaps out of guilt or conscience, with *tokenism and charity*--sometimes to the extreme. However, this behavior is often communicated as *paternalism* and as an attempt to foster a *dependency* relationship. Anger is the end result when charitable actions do not seem to be appreciated by the ethnic minority person. Certainly there are majority persons who have moved beyond this situation into mature relationships with members of ethnic minority groups, but they did not simply *jump into instant relationships*.

Reconciling Conflict

The emotions of *guilt, fear and anger* are potentially present in any intergroup interaction. These emotions interfere with the acquisition of knowledge and distort judgment. Judgments are produced by learnings beginning in childhood, by actions, and by past experiences.

Guilt

ACTIVITY -- THE INTERVIEW

This activity will give you an opportunity to experience the feelings of being negatively stereotyped on the basis of ethnic minority group membership. You will work in triads, role playing job interviews. Each of you will have the opportunity to experience the roles of interviewer, interviewee and observer. Your Coordinator will give you the instructions for the activity.

OBSERVATION SHEET

Be as specific as you can in noting your observations. Be aware of both verbal and non-verbal behaviors.

Interview Situation: A B C (circle one)

1. What stereotype does the interviewer seem to hold about the interviewee?

2. What behaviors are expressed by the interviewee? How do those behaviors influence the interview?

	Check	Influence on the Interview
Pleasant Friendly		
Nervous Anxious		
Suspicious Mistrusting		
Defensive		
Confronting Assertive		
Silent Withdrawn		
Angry Hostile		
Other		

3. Did behaviors change during the interview? If yes, in what way?

4. Any other observations?

RESOURCES

The roles that ethnic minority groups have played throughout the history of America have been both distorted and omitted in textbooks. Even though printed literature is increasing about Black, Latino and Native American cultures and contributions, very little of the information has been incorporated into traditional textbooks used in schools. An interesting example of an omission/distortion of a White, non-Anglo person is John Cabot. He was a man hired to explore America so that England could lay claim to territory in the New World. His real name, *Giovanni Caboto*, which reflects his ethnic background, is omitted from history books. This distortion of Anglicizing his name denies Italian American peoples a part of their heritage. This one example is not atypical. Unfortunately, far more examples could be cited relative to the contributions of ethnic minorities.

Omissions/ Distortions In History

Effects

The effects of omission/distortion treatment of the contributions of ethnic groups in the historical picture of America are many.

1. The ethnic minorities' sense of identification with America is reduced. *What does July 4th mean to an ethnic minority person?*

2. The ethnic minorities' identification with their own ethnic background is stifled and denied.

Identification

3. The ethnic minorities' recognition of being different and of being excluded results in feelings of shame for their ethnic background, followed by anger and guilt.

4. Majority persons are left with the belief that only they were the creators of America. This can and often does lead to feelings of superiority. *Is English the superior language?*

Superiority

Knowledge

It is important that all persons learn of the many contributions of people of all ethnic backgrounds. More important, it is imperative that individuals working with persons from ethnic backgrounds different from their own learn and understand the cultural and historical backgrounds of those persons. If one is ignorant, s/he cannot expect to communicate effectively. *Understanding*

Knowledge is the beginning of understanding. There are many books available from which to acquire additional knowledge. It is up to each of you to obtain materials, to read, to talk to others, to learn more. Some materials may be available in:

1. School Libraries
2. Public Libraries
3. College of University Libraries *Data*
4. County/Regional Media Centers
5. State Departments of Education
6. Ethnic Organizations or Associations

Oftentimes a media-sharing relationship exists among these different agencies.

Another method of learning more about specific cultural groups is through persons in your own communities. These are people that have a great deal of knowledge based upon personal experiences and/or research. They may be in leadership positions within the community as a whole or within an ethnic minority group. Many are willing to share their knowledge, perceptions and experiences. Who are they? How can you learn from them? *People*

1. Identify *specifically* what you want to know.
2. Find out *where* you can obtain the information.
3. Find out *how* you can obtain the information.
4. Determine how you can best *utilize* the information.

ACTIVITY -- LEARNING FROM MATERIAL AND PEOPLE RESOURCES

This activity will provide the opportunity for you to select material and people resources that might further enhance your knowledge of a particular ethnic minority group. Although this is an exercise, it is hoped that you will pursue your selections with actual contact following the completion of this Module. Your Coordinator will give you the instructions for the activity.

MATERIAL RESOURCES GROUP QUESTIONS

1. Upon which ethnic minority group are you going to focus your attention?

2. Can you identify specific areas in which you need more understanding? Historical perspective? Contributions? Culture? Others? What are the areas?

   Select one of these areas to investigate and list it here.

3. Of the materials listed in this Module section and/or the Appendix, which seem to be most appropriate for your needs? Check those most appropriate, then jot down the eight most promising.

4. Does anyone in the group know of other materials that would be appropriate?

   Select five resources that you would like to obtain from among those resources listed in Question 3 and 4 and write them in Question 5.

5. How can you go about obtaining these materials?

	Resource	How to Obtain
1.		
2.		
3.		
4.		
5.		

6. After you obtain these, how can you disseminate the information to the total group? List two ways that appear to be the most feasible.

   1.

   2.

7. How can you, personally, utilize the information obtained from this material?

BLACK AMERICANS

Adams, Russell L. Great Negroes Past and Present. 3rd ed. Chicago: Afro-Am Publishing Co., 1969.

Fishel, Leslie H. and Benjamin Quarles, ed. The Black American: A Documentary History. Rev. ed. Glenview, Illinois: Scott, Foresman, 1970.

Jackson, Florence. The Black Man in America: 1877-1905. New York: Franklin Watts, 1973.

Katz, William Loren. Teachers' Guide to American Negro History. Rev. ed. Chicago: Quadrangle Books, 1971.

Katz, William Loren. The Black West: A Documentary and Pictorial History. Rev. ed. Garden City: Doubleday, 1971.

Kirk, Wyatt D., "Where Are You? Black Mental Health Model." Journal of Non-White Concerns, Vol. 3, No. 4, July 1975.

McDonald, Marjorie. Not By The Color of Their Skin. International Universities Press, Inc., 1970.

Meier, August and Elliott Rudwick. From Plantation to Ghetto. Rev. ed. New York: Hill and Want, 1970.

Meltzer, Milton, ed. In Their Own Words: A History of the American Negro, 1619-1865. New York: Crowell, 1964.

Meltzer, Milton and August Meier. Time of Trial, Time of Hope: The Negro in America: 1919 to 1941. Garden City: Doubleday, 1966.

Quarles, Benjamin. The Negro in the Making of America. Rev. ed. New York: Collier, 1969.

Ryan, William. Blaming the Victim. Vintage Books, 1971.

Stone, Chuck. Black Political Power in America. Rev. ed. New York: Delta, 1970.

PERIODICALS

Black World (monthly)
Johnson Publishing Company
820 South Michigan Avenue
Chicago, Illinois 60605

The Black Scholar (monthly, except July and August)
The Black World Foundation
P.O. Box 908
Sausalito, CA 95965

Ebony (monthly) (also, Ebony Children's Monthly)
Johnson Publishing Company (address above)

Journal of Black Studies (monthly)
Sate Publications, Inc.
275 S. Beverly Drive
Beverly Hills, CA 90210

Journal of Negro History (quarterly)
Association for the Study of Negro Life and History
1407 14th Street, NW
Washington, DC 20005

Negro History Bulletin (monthly)
Association for the Study of Negro Life and History (address above)

LATINO AMERICANS

Acuña, Rudy. A Mexican American Chronicle. New York, N.Y.: American Book Company.

Acuña, Rudy. Cultures in Conflict: Problems of the Mexican American. New York: Charter School Books, 1970.

Blawis, Patricia Bell. Tijerina and the Land Grants: Mexican Americans in Struggle for Their Heritage. New York, N.Y.: International Publishers, 1971.

Cabrera, R. Arturo. Emerging Faces: The Mexican American. Dubuque, Iowa: William C. Brown Company, 1971.

Fernández, Méndez E., ed. Portrait of a Society: Readings on Puerto Rican Sociology. San Juan, Puerto Rico: University of Puerto Rico Press, 1972.

Fitzpatrick, J.P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Grebler, Leo, Joan W. Moore and Ralph C. Guzman. The Mexican American People: The Nation's Second Largest Minority. New York, N.Y.: The Free Press, 1970.

Hernandez, Luis F. A Forgotten American: A Resource Unit for Teachers on the Mexican American. New York, N.Y.: Anti-Defamation League of B'nai B'rith, 1969.

Meier, Matt S. and Feliciano Rivera. The Chicanos: A History of Mexican Americans. New York: Hill and Wang, 1972.

Newlon, Clarke. Famous Mexican Americans. New York: Dodd, Mead and Co., 1972.

Rendon, Armando B. Chicano Manifesto. New York, N.Y.: The Macmillan Company, 1972.

Simmen, Edward, ed. Pain & Promise: The Chicano Today. New York, N.Y.: New American Library, 1972.

PERIODICALS

Aztlan: Chicano Journal of the Social Sciences and the Arts (quarterly)
Chicano Studies Center
Campbell Hall
University of California
405 Hilgard
Los Angeles, CA 90024

El Grito: A Journal of Contemporary Mexican American Thought (Quarterly)
Quinto Sol Publications
Box 9275
Berkeley, CA 94709

Journal of Mexican American History
P.O. Box 13861
Santa Barbara, CA 93107

NATIVE AMERICANS

Armstrong, Virginia. I have Spoken: American History Through the Voices of the Indians. Chicago: Swallow Press, 1971.

Banks, James, ed. Teaching Ethnic Studies: Concepts and Strategies. Washington: NCSS, 1973.

Brandon, William. The American Heritage Book of Indians. New York: Dell, 1971.

Cahn, Edgar, ed. Our Brother's Keeper: The Indian in White America. New York: World Publishers, 1961.

Cartwright, William H. and L. Watson, Jr., eds. The Reinterpretation of American History and Culture. Washington: NCSS, 1973.

DeLoria, Vine. God Is Red. New York: Grosset & Dunlap, 1973.

Division of Instructional Services, Buffalo Public Schools, The Iroquois People: A Reference Guide. Buffalo: Buffalo Public Schools, 1973.

Hertzberg, Hazel W. The Search for an American Indian Identity. Syracuse: Syracuse University Press, 1971.

McLuhan, T.C. Touch The Earth. New York: Outerbridge & Dienstfrey, 1971.

Momaday, Scott. The Way to Rainy Mountain. New York: Scribner's, 1971.

Pelletier, Wilfred and Poole, ed. No Foreign Land: The Biography of of a North American Indian. New York: Panteon Books, 1973.

Vogel, Virgil J. This Country Was Ours: A Documentary History of the American Indian. New York: Harper & Row, 1972.

INDIAN NEWSPAPERS

Akwesasne Notes (monthly)
State University of New York at Buffalo
Program in American Studies
Buffalo, New York 14214

Indian Historian (quarterly)
Indian Historical Society, Ind.
1451 Masonic Avenue
San Francisco, CA 94117

PEOPLE RESOURCES GROUP QUESTIONS

1. Upon which ethnic minority group are you going to focus your attention?

2. Can you identify specific areas in which you need more understanding? Historical perspective? Contributions? Culture? Others? What are the areas?

   Select one area to research and list it here.

3. What persons are you aware of in your life that might answer some of your questions related to the area under investigation? Select five.

4. What questions might you ask these individuals?

   Of these questions, star the five that you feel are the most important.

5. How can you go about contacting these individuals? Select the best method for each individual to be contacted.

6. After you obtain answers to your questions, how can you disseminate the information to our total group? List two ways that appear to be the most feasible.

   1.

   2.

7. How can you, personally, utilize the information obtained from these people?

BIASES IN CAREER GUIDANCE MATERIALS

Bias is prejudice--the favoring of one group over another, creating distortion of facts. This bias has too frequently been present in career materials that inaccurately portray ethnic minority persons. When career materials have been designed for use in career planning and decision making, both the subtle and overt stereotypes and biases must be identified and communicated to students if the effects are to be negated.

Pictures in Career Materials

Pictures

Pictures have a great impact on students since they reinforce stereotypes and convey official sanction for the way things *are* and *ought to be*. Pictures are also the key to whether or not the student will read the printed matter. How does one evaluate bias in pictures? Where does one begin? The following are some questions to consider:

1. Are pictures of ethnic minority persons included in the materials if majority persons are also pictured? Is there an appropriate balance? Does the minority person(s) appear to be an *add on* rather than an integrated part of the whole?
2. Are ethnic minority persons pictured with a variety of facial expressions? Are Black workers for example, pictured as grinning, whatever the occupation depicted? What are the facial expressions of majority workers?
3. Is there only one minority person working with a group of majority co-workers? If so, is that person working alone?
4. Are minority workers pictured as indecisive, or confused, rather than self-confident and in control? How about majority workers?
5. Are minority persons shown as unskilled rather than thinkers, planners or highly skilled workers? How about majority workers?
6. Are minority workers shown as being supervised or taking directions from majority workers, or as supervisors and trainers of majority workers? How about majority workers?
7. Are minority persons shown serving minority persons, or are minority persons shown serving majority

persons? What is the responsibility level of the occupations involved?

Content Analysis

The content of career materials is even more difficult to assess in terms of stereotyping and bias. In general, no literature today uses such derogatory words as *boy* when refering to an adult male; however, subtle reference is often made to *proper attire* or *proper diction*. The implication is that anyone who is different from *standardized White* (whatever that is) need not apply.

Subtle Messages

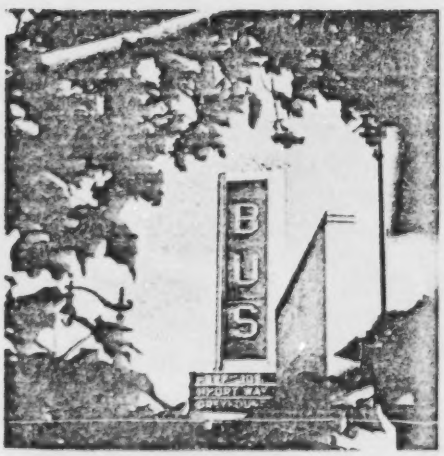
Another area deals with occupations that have traditionally been closed to ethnic minorities. If the career materials do not make specific reference to that fact, and to the fact that ethnic minorities should consider that occupation as a viable career in today's world, then the materials are perpetuating discrimination against ethnic minorities. Evaluating career materials for negative stereotypes and bias is not an easy task because the messages conveyed are all too often subtle in nature. Nevertheless, both stereotypes and bias exist and affect students and their career choices.

ACTIVITY -- EVALUATING AN OCCUPATIONAL BRIEF

This activity will provide the opportunity for you to evaluate a sample occupational brief for stereotypes and bias toward ethnic minority people. Major publishing companies of occupational materials have made sincere efforts to eliminate stereotypes and bias against ethnic minorities in all of their *recent materials*. Schools, however, have not always had the financial resources to update their career materials. Throughout this exercise it is hoped that you will keep in mind the many published materials that you daily use in your classroom, materials that do contain many of these stereotypes and biases. Your Coordinator will give you the instructions for the activity.

RECREATION CAREERS

The Travel Agent



The Travel Agent

ARE YOU INTERESTED IN MANAGING OTHER PEOPLE'S FUN???

Today, fun is a serious business. Last year alone, Americans spent over $100 billion dollars on various forms of leisure and recreation. And, it is expected that Americans will spend even more this year and the next. Americans have increasing use of more leisure time and greater incomes. Other factors include population expansion, earlier retirements and longer life spans.

Occupations related to recreation are many as well as diverse. In general, these occupations deal with travel and tourism, sports, entertainment, amusement, non-profit recreational facilities and natural resources such as parks. This occupational brief will review one recreation career related to travel, that of the travel agent.

A travel agent arranges trips for people whether or not the trips are for business or pleasure. They may also make arrangements for car rentals, hotel accommodations and sight-seeing tours.

TRAVEL AGENT BILL

We talked with Bill, a typical travel agent. He is 30 years old and has been working at Johnson's Travel Agency for five years. He is always well groomed and wears a suit and tie to work every day. As he says, "I deal with many kinds of people all day long and so I must look my best."

We asked Bill what he did with his time. He said, "Well, this week started with the planning of a Carribean Cruise and a trip to San Francisco for some hard-to-please customers. Next I arranged for a group departure of a tennis club to Miami for participation in a tennis meet. This trip was a headache in terms of scheduling. The airlines were heavily booked at the time when they wanted to leave. Finally, I arranged for a trip to Hawaii for a group of 100 senior citizens. I not only arranged for their air transportation but I also arranged for ground transportation once they arrived, hotel accommodations and some sight-seeing tours."

"If anything goes wrong with the arrangements I hear about it from my customers. That rarely happens with me because I do a lot of double checking on the arrangements. I pride myself on doing a good job."

REQUIREMENTS FOR A TRAVEL AGENT

A travel agent must:

- . . . have good organizational ability
- . . . have a broad knowledge of cities, climates, recreation facilities, hotels and tourist attractions in many areas of the country and the world
- . . . be able to read and understand maps
- . . . have a knowledge of math to figure out fares, rates and tax changes
- . . . be able to work with all kinds of people

EDUCATION:

Travel agents are usually required to have a high school diploma and in many cases at least one year of college. To advance to supervisory or managerial positions a college degree in business administration or liberal arts is helpful.

It usually takes from two to five years to become an experienced travel agent. Experience comes from study, on-the-job training, actual travel experiences and travel lectures.

BENEFITS

A self-employed travel agent can expect to make $9,000 or more a year. In addition, he enjoys free or reduced-rate travel benefits.

JOB MARKET

Agencies vary in size from large operations where many people are employed to small agencies in which one or two people handle everything. The job outlook is good for the future.

Further information may be obtained from the American Society of Travel Agents

The Travel Agent...

...professionally handles all your travel arrangements, including
-- air and ground transportation,
-- hotel accommodations,
-- camera-clicking, sight-seeing tours.

Photography by Randy K. Brooks

CAREER BRIEF EVALUATION

Identify 5 stereotypes or biases toward ethnic minorities in the occupational brief and state the reasons for your judgments.

Stereotype or Bias	Reason for Judgment
1.	
2.	
3.	
4.	
5.	

APPLICATION

You have now worked through this Module and have acquired some skills in identifying stereotypes of ethnic minority persons, as well as in discriminating between behaviors that facilitate authentic communication and relationships and those that do not. You also have information on resources to increase your knowledge. You can enhance your effectiveness in providing career guidance services for a particular ethnic minority population by putting both your knowledge and skills into practice. The following section will help you to personalize your understandings, knowledge and skills so that you may extend them to your own situations, and positively affect the lives and dreams of the people with whom you work.

PUTTING IT ALL TOGETHER

I. Describe an unfortunate incident with an ethnic minority person involving you or someone you know.

A. What stereotype may have contributed to the difficulties experienced in the encounter?

B. List two blocking behaviors that took place in the encounter by either person.

1.

2.

C. For each of the behaviors listed in B, state a way(s) in which the behavior could be changed so that it would become facilitative.

1.

2.

II. How are you like the person sitting next to you? Values, interests, beliefs, etc.?

1.

2.

3.

4.

5.

How are you different from that same person?

1.

2.

3.

4.

5.

III. What stereotype(s) of groups of people have you held in the past that may have changed during your experiences in this Module?

IV. In order to seek out further information regarding an ethnic minority cultural background, to what resources will you go?

What specific information do you hope to gain from these resources?

V. What textbooks do you currently use in whatever capacity?

What specific things will you look for in order to evaluate them for ethnic minority stereotypes and/or bias?

APPENDIX

1974-75 ABSTRACTS BY STATE OF PROJECTS FUNDED BY THE ETHNIC HERITAGE STUDIES PROGRAM TITLE IX ESEA

ALABAMA

Alabama Center for Higher Education
2121 8th Avenue, North, Suite 1520
Birmingham, AL 35203
Project Title: "B ack Studies Research and Demonstration Project"
Abstract: This project proposes integration of relevant Afro-American materials into the instructional programs of secondary and post-secondary schools and institutions of Alabama.

ALASKA

Alaska State-Operated Schools
650 International Airport Road
Anchorage, AK 99502
With the cooperation of: Anchorage Community College, Alaska Native Foundation
Project Title: "Ethnic Studies Materials for Alaskan Native Children and Teachers of Indian Children"
Abstract: This project includes development of materials for use in grades 1-12 by Native Alaskan children and teachers of Indian children.

CALIFORNIA

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
With the cooperation of: California State College at Bakersfield, Bakersfield City School District
Project Title: "Project M.E.CH.I.C.A."
Abstract: Project M.E.CH.I.C.A. (Materiales para Estudios Chicanos Inter-Culturales de America) will develop, adapt, and disseminate bilingual Chicano studies curriculum materials and prepare school personnel in use of these materials in order to develop an intercultural dimension to Chicano studies. This will be accomplished initially at the community college level and subsequently at elementary and secondary levels at schools in California and the Southwest.

California State Department of Education
Bureau of Intergroup Relations
721 Capitol Mall, Room 634
Sacramento, CA 95814
Project Title: "California Ethnic Heritage Program"
Abstract: This project will develop graded curriculum designs and materials for teaching ethnic heritage studies and will disseminate the results throughout the state's school districts, which are required to train school staff in the history, culture, and current problems of diverse ethnic groups.

Japanese American Citizens League
22 Peace Plaza, Suite 202
San Francisco, CA 94115
Project Title: "Contributions of Japanese Americans to American Life: Curriculum Development Program"
Abstract: This project is to develop an approach to curriculum materials that can be a model for other ethnic groups and from which an elementary and secondary program can be developed.

COLORADO

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
With the cooperation of: Council of State Social Studies Specialists, Social Studies Supervisors Association, College and University Faculty Association
Project Title: "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials"
Abstract: This project will collect, analyze, and disseminate available curriculum materials in ethnic heritage studies and will train teachers to use these materials. A "Resource Kit" for ethnic heritage studies will be developed for use by teachers, grades K-12.

CONNECTICUT

University of Connecticut
Department of Sociology
Storrs, CT 06268
Project Title: "Intergroup Relations and Ethnicity: The Peoples of Connecticut"
Abstract: This project will develop curriculum materials concerning several ethnic groups in Connecticut, specifically, the Blacks, Irish, Italians, Jews, Poles, and Puerto Ricans. It will stress each group's unique contribution to the state's culture by developing an innovative educational program that will enable these ethnic groups to prepare and write their own living history.

DISTRICT OF COLUMBIA

Frederick Douglass Museum of African Art
316-318 A Street, N.E.
Washington, DC 20002
Project Title: "Ethnic Heritage Studies Program with an Emphasis on the Afro-American Heritage"
Abstract: The project will develop and disseminate educational materials that will provide opportunities for Afro-American students (as well as those of other ethnic groups) to learn about their own and other people's heritages in order to recognize the contributions made by each group to American culture.

FLORIDA

Florida State University
Science and Human Affairs Division
302 Education Building
Tallahassee, FL 32306
With the cooperation of: American Hellenic Education Progressive Association, Daughters of Penelope, Comparative and International Education Society
Project Title: "A Project in Multicultural Learning: Greek American Contributions to the American Society"
Abstract: The project will develop multimedia units on the contributions of Greek Americans to American culture for use by secondary school students and by elementary and secondary school teachers in preservice and in-service college programs.

HAWAII

University of Hawaii
College of Education
Department of Educational Foundations
1776 University Avenue
Honolulu, HI 96821
Project Title: "Ethnic Resources Center for the Pacific"
Abstract: This project will establish an "Ethnic Resource Center for the Pacific," which will develop and disseminate curriculum materials to enhance ethnic pride in minority groups and mutual understanding among ethnic groups.

ILLINOIS

Southern Illinois University, Board of Trustees
Southern Illinois University at Carbondale
Carbondale, IL 62901
With the cooperation of: Association for the Advancement of Baltic Studies, Latvian Foundation, Inc., Latvian Theatre Association in America

Project Title: "Drama and Theater of Baltic-American Youth"
Abstract: This project will plan development of materials for use in schools educating children of Estonian, Latvian, and Lithuanian descent and in teacher-training programs across the Nation.

State of Illinois
Office of the Superintendent of Public Instruction
Urban and Ethnic Education Section
188 East Randolph Street
Chicago, IL 60601
Jointly with: University of Illinois at Chicago Circle
Project Title: "Illinois/Chicago Project for Inter-Ethnic Dimensions in Education"
Abstract: This project will produce a series of books and curriculum materials on key ethnic groups in Illinois. It will also offer in-service training of personnel in the use of materials and provide on-going processes of ethnic education services, evaluation, resource development, and cultural group participation.

University of Illinois at Chicago Circle
P.O.Box 348, Room 3030-ECB
Chicago, IL 60680
Jointly with: State of Illinois
Information concerning this project may be found under Illinois, State of Illinois.

INDIANA

Indiana University Foundation
University at South Bend
P.O.Box F
Bloomington, IN 47401
Project Title: "Ethnic Heritage Study Program"
Abstract: This project will develop ethnic heritage resource materials concerning five ethnic groups of the South Bend area: Afro-Americans, Hungarian Americans, Italian Americans, Mexican Americans, and Polish Americans.

IOWA

Kirkwood Community College
Arts and Sciences Division
6301 Kirkwood Blvd.,S.W.
Cedar Rapids, IA 52406
Project Title: "General Ethnic Heritage and Specific Czech Heritage Curriculum Model Development"
Abstract: This project calls for development of a curriculum model for ethnic heritage study (principally Czech Americans) on through adult levels, incorporating multisensory materials for individualized instruction.

MASSACHUSETTS

Brandeis University
Philip W. Lown Graduate Center for Contemporary Jewish Studies
Waltham, MA 02154
Project Title: "Center for Contemporary Jewish Studies Program for Jewish Ethnic Heritage Studies"
Abstract: The project will develop a set of modular curriculum units called "The Development of the Jewish Community of the United States," disseminate the materials nationally, and train personnel to use them.

Children's Museum
Jamaicaway
Boston, MA 02130
Project Title: "Ethnic Discovery Project"
Abstract: This project will produce a handbook for use by school, community, and family groups as a guide to ethnological investigation. The handbook will focus on the living community as the principal resource for gaining a greater understanding of the contributions of one's own ethnic heritage and those of others in America.

Harvard University
Fellows of Harvard College
Harvard University Press
1350 Massachusetts Ave.
Cambridge, MA 02138
Project Title: "Harvard Ethnic Encyclopedia: Stage I"
Abstract: This project will accomplish the first stage in preparing an ethnic encyclopedia that is to be a definitive and comprehensive guide to the history, heritage, and distinctive characteristics of ethnic groups in the United States.

MICHIGAN

South East Michigan Regional Ethnic Heritage Studies Center
163 Madison Ave.
Detroit, MI 48226
Project Title: "Development of an Ethnic Heritage Studies Program in South East Michigan"
Abstract: The project will develop a network of ethnic heritage studies resource, dissemination, and training centers throughout southeastern Michigan.

MINNESOTA

Gustavus Adolphus College
Scandinavian Studies
St. Peter, MN 56082
With the cooperation of: American Scandinavian Foundation

Project Title: "Expanded Program in Scandinavian Studies"
Abstract: This project will develop Scandinavian ethnic studies at the college level as well as curriculum materials for elementary and secondary schools.

Mankato State College
Minorities Groups Studies Center
Mankato, MN 56001
Project Title: "A Model Program in Multi-Ethnic Heritage Studies"
Abstract: This project, statewide in scope and regional in view, will design, develop, and implement a model curriculum.

MISSOURI

Washington University
Lindell & Skinner Blvds.
St. Louis, MO 60130
Project Title: "Ethnic Heritage Studies in Urban Neighborhoods"
Abstract: This project will (1) develop a college-level course in ethnic studies, (2) produce booklets about several ethnic neighborhoods in St. Louis that would be used in schools and community organizations, (3) develop a high school course on one ethnic neighborhood in which the students would work with a college seminar team, (4) train persons to use special ethnic heritage studies materials, and (5) create a permanent ethnic heritage data bank.

NEW JERSEY

New Jersey Education Association
Instruction Division
Trenton, NJ 08608
Jointly with: National Education Association
Information concerning this project may be found under District of Columbia, National Education Association.

Rutgers University
State University of New Jersey
10 Seminary Place
New Brunswick, NJ 08903
Project Title: "Institute of Ethnic and Intercultural Education"
Abstract: This project will establish an "Institute of Ethnic and Intercultural Education" for creating a program of "Total Community Education" in New Jersey.

NEW MEXICO

Cuba Independent Schools
P.O.Box 68
Cuba, NM 87013
With the cooperation of: KMNE-TV Channel 5, Federation of Rocky Mountain States
Project Title: "Cuba Schools Ethnic Heritage Project"
Abstract: This Navajo and Chicano ethnic heritage project will produce a videotape program to be shown while transporting students to and from the Cuba schools.

NEW YORK

Anti-Defamation League of B'nai B'rith
Program Division
315 Lexington Ave.
New York, NY 10016
Project Title: "Task Force to Define Cultural Pluralism, Develop and Test Strategies for its Effective Teaching"
Abstract: This project will define cultural pluralism and develop strategies for pluralistic approaches in education. It will also attempt to codify the theoretical basis for teaching and learning about cultural pluralism and childhood education.

Buffalo City School District
712 City Hall
Buffalo, NY 14202
Jointly with: New York State University College at Buffalo
Project Title: "Ethnic Heritage Curriculum Development Project"
Abstract: This project will develop an educational program in the Buffalo schools that will assist members of ethnic groups to retain their cultural identities and to enhance their self-esteem. It will also develop resource guides concerning the art, drama, economy, geography, history, language, literature, society, and general culture of the Central Eastern European nations. These guides will be used by teachers and students (grades 4-12) in the Buffalo metropolitan area.

City College of the City University of New York
CUNY Research Foundation
Convent Avenue at 138th Street
New York, NY 10031
Project Title: "Curriculum Development Program in Comparative Ethnicity"
Abstract: A curriculum development program in comparative ethnicity, focusing on Asian, Black, Jewish, Puerto Rican, and Slavic studies and involving association with the Irish and Italian studies programs of the City College.

New York State Education Department
Bureau of Social Studies Education
Washington Avenue
Albany, NY 12224
Project Title: "Italo-American Curriculum Studies"
Abstract: This project will develop curriculum materials designed to integrate Italo-American studies into the courses of New York schools (grades K-12) in order to provide an integrated approach toward ethnic culture studies. It will promote the total study of an ethnic group in the areas of arts, history, humanities, linguistics, science, and social sciences.

New York State University College at Buffalo
Research & Development Complex
1300 Elmwood Avenue
Buffalo, NY 14222
Jointly with: Buffalo City School District
Information concerning this project may be found under New York, Buffalo City Schools System.

OHIO

Cleveland Public Schools
1380 East Sixth Street
Cleveland, OH 44114
With the cooperation of: Greater Cleveland Intercollegiate Academic Council on Ethnic Studies
Project Title: "The Ethnic Heritage Studies Development Program"
Abstract: This project, undertaken in association with ethnic community organizations and area public and nonpublic school systems, will research and develop curriculum materials in ethnic studies that could serve as a model to educational institutions throughout the country.

OREGON

Center for Urban Education
0245 S.W. Bancroft Street
Portland, OR 97201
Project Title: "Increasing the Understanding of Multiethnic Heritage"
Abstract: This project will attempt to clarify the hidden ethnic and cultural underpinnings of present urban life by initiating a variety of programs designed to increase community participation. These programs will include (1)urban "probes," i.e., intensive learning experiences for mobile groups conducted over two-or three-day periods, using the city as a classroom; (2) urban "quarter" programs that will include student internships supplemented with weekly seminars that examine the diversity of the urban setting; (3) oral histories; and (4) a research program.

PENNSYLVANIA

Duquesne University Tamburitzans
Institute of Folk Arts
1801 Boulevard of the Allies
Pittsburgh, PA 15219
Project Title: "Development of a Croatian Ethnic Heritage Studies Kit"
Abstract: This project will develop a "Croatian Ethnic Heritage Studies Kit" dealing specifically with the Croatian ethnic group in America. The materials, to be developed for use in Pittsburgh schools and elsewhere, will be oriented to the folk arts, life styles, and traditions of this ethnic group.

King's College
133 North River
Wilkes Barre, PA 19711
Jointly with: University of Scranton
Project Title: "Ethnic Minorities in Northeastern Pennsylvania"
Abstract: This project will establish a repository of ethnic materials for present and future scholars in order to inaugurate and expand courses on this subject, as well as to train teachers through in-service programs. It will be done in cooperation with established ethnic organizations in Pennsylvania in order to encourage ethnic studies in the schools.

University of Scranton
Ethnic Studies Program
Scranton, PA 18510
Jointly with: King's College
Information concerning this project may be found under Pennsylvania, King's College.

RHODE ISLAND

Rhode Island Department of Education
199 Promenade Street
Providence, RI 02908
With the cooperation of: Providence School Department, Department of Languages at the University of Rhode Island
Project Title: "The Ethnic Heredity Studies Program of Rhode Island"
Abstract: This project will (1) develop activity-oriented curriculum materials for grades 2-6 that will encourage learning about several ethnic groups; and (2) create and collect, for secondary schools and colleges, foreign-language materials that depict the life at home and abroad of several cultural groups (especially the Portuguese).

SOUTH CAROLINA

Charleston County School District
Division of Instruction & Social Science Office
3 Chisholm Street
Charleston, SC 29401
Project Title: "The Ethnic History of South Carolina's Program: South Carolina's Ethnic Contribution to American History"
Abstract: The project will develop materials on the ethnic history of South Carolina and will train educational personnel to use them.

SOUTH DAKOTA

South Dakota Department of Education & Cultural Affairs
State Capitol Building
Pierre, SD 57501
Project Title: "Indian Ethnic Heritage Curriculum Development Project"
Abstract: This project will incorporate Indian studies into the regular curriculum of schools throughout South Dakota.

TEXAS

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701
Project Title: "Ethnic Heritage Studies Program: Czechs, Germans, and Poles in Texas"
Abstract: This project is designed to help children in grades K-12 develop an appreciation for and acceptance of peoples of other cultures, and to help them understand the similarities and differences between various cultures.

VIRGINIA

Dilenowisco Educational Cooperative
Wise County School Board
Media Services
1032 Virginia Avenue
Norton, VA 24273
Project Title: "An Ethnic Heritage Studies Program for Five School Divisions in Appalachia, Virginia"
Project Director: Linda Johnson
Abstract: This project will serve Appalachia (Virginia) by producing materials portraying the distinct culture of Central Appalachia.

WISCONSIN

State Historical Society of Wisconsin
816 State Street
Madison, WI 53706
Project Title: "Ethnic Heritage Studies: Old World Wisconsin and Ethnic America"
Abstract: This project focuses on gathering information on three of the ethnic groups of Old World Wisconsin--the Finns, the rural Poles, and the Germans. From this information exhibits will be created at the Outdoor Museum, and series of packets (multimedia kits) on ethnic history will be produced for use in

REFERENCES

The following sources may be helpful to you in addition to those already listed.

EPIE Career Education Set (2 Vols.). New York: EPIE Institute, 1975.
Educational Products Information Exchange (EPIE) is a non-profit agency which undertook an evaluation of career education instructional materials. Volume I, "How to Select and Evaluate Instructional Materials," deals with evaluating career educational materials for both racism and sexism. Volume II, "Analysis of Seven Hundred Prescreened Materials," presents abstracts of both commercial and noncommercial career education materials for all age levels.

Epstein, Charlotte. Intergroup Relations For the Classroom Teacher. Boston: Houghton Mifflin, 1968.
This is a book designed to help the classroom teacher with intergroup relations. The author deals with a variety of classroom settings, their various problems and a variety of suggested techniques and approaches for promoting positive intergroup relationships.

Picou, J. Steven & Campbell, Robert E. Career Behavior of Special Groups. Columbus, Ohio: Charles E. Merrill, 1975.
This is a book detailing the career behavior of selected special groups of ethnic and nonethnic groups who confront common and unique problems for career achievements. It provides the reader with a rich source of empirical data.

Roots of America. West Haven, CT: N.E.A., 1975.
This is a multiethnic curriculum resource guide for seventh, eighth and ninth grade social studies teachers. It was developed in cooperation with the New Jersey Educational Association. Many of the resources listed in this Module came from this source with the N.E.A.'s permission.

"Special Issue: Counseling the Culturally Different Child." Elementary School Guidance and Counseling, Vol. 8, No. 4, May 1974.
This issue discusses counseling with Black, Cuban, Amish, Native American and Chicano children. The articles all deal with the elementary age child and would be useful for all persons working with the younger child.

"Special Issue: Culture As A Reason for Being." Personnel and Guidance Journal, Vol. 50, No. 2, October 1971.
This issue talks about the Puerto Rican and Native American students. Several of the articles contain dialogue with students and how they view the school as meeting their needs.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
- Helping Elementary Students Plan for the Future - Diane McCurdy
- Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
- Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
- Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

- Building Career Information-Seeking Behaviors - Richard H. Byrne
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
- Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

- Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
- Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

- Providing Career Guidance for Young Women - Pamela G. Colby
- Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
- Developing and Conducting In-Service Programs - Al Stiller
- Helping Students Explore Work and Leisure Options - Pamela G. Colby
- Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
- Providing Guidance Services for the Elderly - Ellen A. Stewart